Texas Education Agency
Standard Application System (SAS)

2014–2016 Educator Excellence Innovation Program

Program authority:	General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	April 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	Place date stamp here.
Submittal information:	**Four** complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

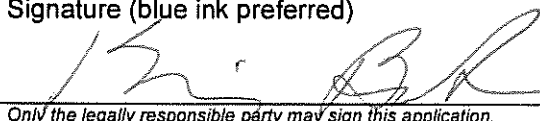### Schedule #1—General Information

Part 1: Applicant Information

Organization name	Vendor ID #	Mailing address line 1		
Manor ISD	746003097	10335 Hwy 290E		

Mailing address line 2	City	State	ZIP Code
	Manor	TX	78653

County-District #	Campus number and name	ESC Region #	US Congressional District #	DUNS #
227907		13	TX-010	050223239

Primary Contact

First name	M.I.	Last name	Title
Erin		Warren	Executive Director
Telephone # 512.278.4421		Email address Erin.warren@manorisd.net	FAX # 512.278.4017

Secondary Contact

First name	M.I.	Last name	Title
Leslie		Whitworth	Executive Director
Telephone # 512.278.4426		Email address Leslie.whitworth@manorisd.net	FAX # 512.278.4017

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Kevin		Brackmeyer	Superintendent
Telephone # 512.278.4002		Email address Kevin.brackmeyer@manorisd.net	FAX # 512.278.4017

Signature (blue ink preferred)	Date signed
	1/14/2014

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)	
County-district number or vendor ID: 227907	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☐
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☐
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	☒	☐
8	Professional and Contracted Services (6200)	☒	☐
9	Supplies and Materials (6300)	☒	☐
10	Other Operating Costs (6400)	☒	☐
11	Capital Outlay (6600/15XX)	☒	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
17	Responses to TEA Requirements	☒	☐

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 227907	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 227907	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #4—Request for Amendment	
County-district number or vendor ID: 227907	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and Issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the Instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A Grand Total from Previously Approved Budget	B Amount Deleted	C Amount Added	D New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600/ 15XX	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

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Schedule #4—Request for Amendment (cont.)			
County-district number or vendor ID: 227907		Amendment # (for amendments only):	

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary	
County-district number or vendor ID: 227907	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Manor ISD is applying for the EEIP grant to address persistent challenges with student achievement and teacher retention and to build capacity to sustain gains in student achievement over time. The grant will benefit all teachers at varying levels of experience, while targeting two specific areas: developing teacher leaders in model classrooms and accelerating novice teacher development. The processes and initiatives outlined in this grant proposal supplement our current efforts by providing increased capacity-building, extensive professional development, and a comprehensive career pathway for educators at multiple levels including Novice Teachers, Mentor Teachers, Destination Classroom Teachers, Instructional Coaches, and Administrators. In addition, the grant provides value-added incentive pay for grant participants who accelerate student growth and increase student achievement. The goals of the grant are aligned all five of the district goals as follows:

- Manor ISD students will demonstrate academic success and eliminate achievement gaps between student groups through a relevant and well-balanced curriculum that includes and is supported by technology.
- Manor ISD will recruit, develop and retain highly qualified staff at all levels.
- Manor ISD students will demonstrate knowledge, skills and attitudes at each grade level that predict success in post-secondary education and the workplace within an ever-changing society.
- Manor ISD students will demonstrate behaviors that support academic success in a safe, challenging and nurturing environment
- Manor ISD will provide strategic alignment and sound stewardship of resources including funding, personnel, technology and facilities to ensure academic success

The budget was developed through extensive deliberation and collaboration among a team that included federal programs, campus administration, human resources, curriculum and instruction, technology and staff directly responsible for the current mentoring program. Feedback collected from teachers, mentors, instructional coaches and administrators in our current program was taken into consideration and stakeholders were involved throughout the grant planning process. A great deal of discussion occurred regarding the best model for value-add compensation; other district models were examined and research was reviewed. Ultimately, the committee decided that the best approach was to target the funds toward our two areas of greatest need: teacher retention and teacher development. The budget in this grant proposal reflects our priorities. The district will continue to fund and staff our current mentoring program while the grant supplements our areas of need by providing value add pay tied to increased student achievement and retention pay to participants.

Manor is a fast-growth district with diverse demographics and student achievement below state averages. The decision was made to create a district grant with specific eligibility criteria related to grant goals to ensure that funds are allocated to campuses with the greatest need on an ongoing basis. Each year the number of new teachers fluctuates at the campuses based on student growth and teacher attrition. Designing a district grant allows us to assess needs from year to year based on specific criteria and allocate resources appropriately as teacher retention and student achievement increase at target schools and needs arise at other schools.

The needs assessment process for the grant will mirror our current practice for needs assessment. The grant program will be added to our campus and district improvement plans and strategies will be listed as described in the grant and evaluated at the campus and district level as part of our existing quarterly process. Data will be collected and reviewed and the process may be adjusted based on feedback from stakeholders. The grant will be implemented with extensive collaboration among campuses, human resources, curriculum and instruction and the technology department and systems will be monitored to ensure that we maximize our impact and our resources.

The management plan developed for the grant program supplements our current approach by adding a full-time manager to oversee the program in collaboration with current Curriculum and Instruction staff assigned to the program as 20% of their duties. The grant manager will report to the Executive Director of Curriculum and Instruction and work closely with Human Resources and Federal Programs, as well as campus administration. The grant manager will collaborate with Curriculum and Technology staff to provide direct services to program participants and serve as lead in collecting data and other information needed for grant evaluation. The grant manager will meet weekly with the Executive Director of Curriculum and Instruction to monitor progress and remove obstacles to success.

The grant evaluation process was designed by the grant team and will be conducted annually in conjunction with our district improvement process. The areas to be evaluated are aligned to the grant goals and objectives. There are five key areas to be evaluated using the following measures:

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 227907	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

1. Quantitative and qualitative measures of program efficacy based on participation
2. Qualitative measures of teacher growth and development based on teacher evaluation data
3. Student achievement measures of program impact based on STAAR results
4. Evidence of teacher retention based on human resources data
5. Evidence of fiscal fidelity based on tracking of performance and retention awards

A process will be put into place to formatively review the evaluation measures outlined in Schedule 15 as well as others defined by TEA on a quarterly basis depending on the availability of data and a yearly summative evaluation will occur.

This application completely and accurately answers all statutory requirements outlined in the grant.

This application completely and accurately answers all TEA requirements outlined in the grant.

Manor ISD has demonstrated a commitment to teacher development through high quality, research-based mentoring over the past several years and will continue to fund these efforts locally throughout the grant term. In addition, Manor invests in developing future teachers through partnerships such as the University of Texas School of Education. We host a cohort of UT intern teachers over 18 months on a continuous basis and provide cooperating teachers, classroom space for UT coursework, and offer our staff to provide project-based learning training to future teachers. We believe that the funds provided through this grant over five years will stabilize our teacher turnover and help us establish core instructional practices that will increase our student achievement. In addition, we believe that the teacher leadership skills developed in Destination classroom teachers and Instructional Coaches through the grant will have a positive impact on leadership development in the district over the next several years and ultimately produce campus administrators who are outstanding instructional leaders who understand how to develop the best teachers.

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Texas Education Agency
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Schedule #6—Program Budget Summary

County-district number or vendor ID: 227907 Amendment # (for amendments only):

Program authority: General Appropriations Act, Article III, Rider 47, 83rd Texas Legislature

Project period: April 1, 2014, through August 31, 2016 Fund code: 429

Part 1: Budget Summary

Schedule #	Title	Class/Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/15 – 8/31/16)		
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs
Schedule #7	Payroll Costs (6100)	6100	$753,600	$100,000	$853,600	$809,200	$100,000	$909,200
Schedule #8	Professional and Contracted Services (6200)	6200	$8,000	$	$8,000	$8,000	$	$8,000
Schedule #9	Supplies and Materials (6300)	6300	$53,860	$	$53,860	$20,760	$	$20,760
Schedule #10	Other Operating Costs (6400)	6400	$10,000	$	$10,000	$	$	$
Schedule #11	Capital Outlay (6600/15XX)	6600/15XX	$62,500	$	$62,500	$50,000	$	$50,000
	Total direct costs:		$887,960	$100,000	$987,960	$887,960	$100,000	$987,960
	Percentage% indirect costs (see note):		N/A	$12,040	$12,040	N/A	$12,040	$12,040
	Grand total of budgeted costs (add all entries in each column):		$887,960	$112,040	$1,000,000	$887,960	$112,040	$1,000,000

Administrative Cost Calculation

	Year 1	Year 2
Enter the total grant amount requested:	$1,000,000	$1,000,000
Percentage limit on administrative costs established for the program (10%):	× .10	× .10
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$100,000	$100,000

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RFA #701-14-101; SAS #181-14
2014–2016 Educator Excellence Innovation Program

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

Texas Education Agency
Standard Application System (SAS)

	Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 227907			Amendment # (for amendments only):		
	Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional					
1	Teacher			$	$
2	Educational aide	13		$300,000	$325,000
3	Tutor			$	$
Program Management and Administration					
4	Project director			$	$
5	Project coordinator	1		$60,000	$60,000
6	Teacher facilitator			$	$
7	Teacher supervisor			$	$
8	Secretary/administrative assistant		1	$20,000	$20,000
9	Data entry clerk			$	$
10	Grant accountant/bookkeeper			$	$
11	Evaluator/evaluation specialist			$	$
Auxiliary					
12	Counselor			$	$
13	Social worker			$	$
14	Community liaison/parent coordinator			$	$
Other Employee Positions					
15	Title			$	$
16	Title			$	$
17	Title			$	$
18	Subtotal employee costs:			$380,000	$405,000
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112	Substitute pay		$	$
20	6118	Professional staff extra-duty pay		$393,600	$419,200
21	6121	Support staff extra-duty pay		$	$
22	6140	Employee benefits		$80,000	$85,000
23	61XX	Tuition remission (IHEs only)		$	$
24	Subtotal substitute, extra-duty, benefits costs			$473,600	$504,200
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			$853,600	$909,200

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration Grant Management Resources page

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Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 227907		Amendment # (for amendments only):	

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land	$	$
	Specify purpose:		
6299	Contracted publication and printing costs (specific approval required only for nonprofits)	$	$
	Specify purpose:		
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$	$

Professional Services, Contracted Services, or Subgrants Less Than $10,000

#	Description of Service and Purpose	Check if Subgrant	Year 1	Year 2
1	Region 13 – TXBESS Training	☐	$3000	$3000
2		☐	$	$
3		☐	$	$
4		☐	$	$
5		☐	$	$
6		☐	$	$
7		☐	$	$
8		☐	$	$
9		☐	$	$
10		☐	$	$
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$3000	$3000

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000

		Year 1	Year 2
1	Specify topic/purpose/service: ☐ Yes, this is a subgrant		
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided	Year 1	Year 2
	Contractor's payroll costs # of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services	$	$
	Contractor's supplies and materials	$	$
	Contractor's other operating costs	$	$
	Contractor's capital outlay (allowable for subgrants only)	$	$
	Total budget:	$	$

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 227907	Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
2	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
3	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
4	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Year 1**	**Year 2**
5	Contractor's payroll costs	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$

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Schedule #8—Professional and Contracted Services (6200) (cont.)				
County-District Number or Vendor ID: 227907		Amendment number (for amendments only):		
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)				

	Specify topic/purpose/service:		☐ Yes, this is a subgrant		
	Describe topic/purpose/service:				
	Contractor's Cost Breakdown of Service to Be Provided			**Year 1**	**Year 2**
6	Contractor's payroll costs	# of positions:		$	$
	Contractor's subgrants, subcontracts, subcontracted services			$	$
	Contractor's supplies and materials			$	$
	Contractor's other operating costs			$	$
	Contractor's capital outlay (allowable for subgrants only)			$	$
			Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant		
	Describe topic/purpose/service:				
	Contractor's Cost Breakdown of Service to Be Provided			**Year 1**	**Year 2**
7	Contractor's payroll costs	# of positions:		$	$
	Contractor's subgrants, subcontracts, subcontracted services			$	$
	Contractor's supplies and materials			$	$
	Contractor's other operating costs			$	$
	Contractor's capital outlay (allowable for subgrants only)			$	$
			Total budget:	$	$
	Specify topic/purpose/service:		☐ Yes, this is a subgrant		
	Describe topic/purpose/service:				
	Contractor's Cost Breakdown of Service to Be Provided			**Year 1**	**Year 2**
8	Contractor's payroll costs	# of positions:		$	$
	Contractor's subgrants, subcontracts, subcontracted services			$	$
	Contractor's supplies and materials			$	$
	Contractor's other operating costs			$	$
	Contractor's capital outlay (allowable for subgrants only)			$	$
			Total budget:	$	$
c.	Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:			$	$
a.	**Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:**			$	$
b.	**Subtotal of professional services, contracted services, or subgrants less than $10,000:**			$3000	$3000
c.	Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:			$	$
d.	**Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:**			$5000	$5000
			(Sum of lines a, b, c, and d) Grand total	$8000	$8000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 227907	Amendment number (for amendments only):

	Expense Item Description						
	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
6399	1	Computer	Management of Grant	2	$1800	$6400	$0
	2	Tablet	Management of Grant	1	600		
	3	Phone	Management of Grant	2	500		
	4	Monitor	Management of Grant	1	1000		
	5	Keyboard	Management of Grant	1	200		
6399	Technology software—Not capitalized					$	$
6399	Supplies and materials associated with advisory council or committee					$	$
	Subtotal supplies and materials requiring specific approval:					$6400	$0
	Remaining 6300—Supplies and materials that do not require specific approval:					$47,460	$20,760
	Grand total:					**$53,860**	$20,760

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 227907		Amendment number (for amendments only):	
Expense Item Description		**Year 1**	**Year 2**
6411	Out-of-state travel for employees (includes registration fees)	$	$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	$	$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	$	$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	$	$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	$	$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	$	$
6490	Indemnification compensation for loss or damage	$	$
6490	Advisory council/committee travel or other expenses	$	$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	$	$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	$	$
	Specify purpose:		
	Subtotal other operating costs requiring specific approval:	$	$
	Remaining 6400—Other operating costs that do not require specific approval:	$10,000	$0
	Grand total:	**$10,000**	**$0**

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
Schedule #11—Capital Outlay (6600/15XX)					
County-District Number or Vendor ID: 227907			Amendment number (for amendments only):		
15XX is only for use by charter schools sponsored by a nonprofit organization.					
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	$	$
66XX/15XX—Technology hardware, capitalized					
2			$	$	$
3			$	$	$
4			$	$	$
5			$	$	$
6			$	$	$
7			$	$	$
8			$	$	$
9			$	$	$
10			$	$	$
11			$	$	$
66XX/15XX—Technology software, capitalized					
12	PD360 – Online Professional Development	12	$5000	$60,000	$50,000
13			$	$	$
14			$	$	$
15			$	$	$
16			$	$	$
17			$	$	$
18			$	$	$
66XX/15XX—Equipment, furniture, or vehicles					
19	Desk	2	$750	$1500	$0
20	Chair	2	$500	$1000	$0
21			$	$	$
22			$	$	$
23			$	$	$
24			$	$	$
25			$	$	$
26			$	$	$
27			$	$	$
28			$	$	$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				$	$
			Grand total:	$62,500	$50,000

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 227907	Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

Category	Number	Percentage	Category	Percentage
African American	1893	23.5%	Attendance rate	95.1%
Hispanic	4959	61.7%	Annual dropout rate (Gr 9-12)	1.2%
White	820	10.2%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	65%
Asian	203	2.5%	TAKS commended 2011 performance, all tests (sum of all grades tested)	9%
Economically disadvantaged	6399	79.6%	Students taking the ACT and/or SAT	78.9%
Limited English proficient (LEP)	2496	31%	Average SAT score (number value, not a percentage)	1251
Disciplinary placements	214	2.5%	Average ACT score (number value, not a percentage)	16.9

Comments

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	72.3	14.1%	No degree	13	2.5%
Hispanic	128.3	25.1	Bachelor's degree	389.6	76.3%
White	297.7	54.8%	Master's degree	106.2	20.8%
Asian	5.5	1.1%	Doctorate	2	.4%
1-5 years exp.	199.5	39.1%	Avg. salary, 1-5 years exp.	$42,671	DNA
6-10 years exp.	107.1	21.0%	Avg. salary, 6-10 years exp.	$44,924	DNA
11-20 years exp.	82.5	16.2%	Avg. salary, 11-20 years exp.	$48,600	DNA
Over 20 years exp.	41.1	8%	Avg. salary, over 20 years exp.	$56,598	DNA

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 227907	Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	845	658	693	677	693	678	596	615	614	571	557	559	495	445	8696
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	845	658	693	677	693	678	596	615	614	571	557	559	495	445	8696

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	38	36	39	35	37	37	28	43	44	44	50	44	44	42	564
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	38	36	39	35	37	37	28	43	44	44	50	44	44	42	564

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 227907	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Analyze the Data
- Leadership Teams study their demographic and student performance data (adding perception spring 2014 and process data summer 2014) and create an outline for the trends they see taking place on their campus
- Leadership Teams then guide campus stakeholders in reviewing 3-5 years of Demographic and Student Performance Data, identifying trends across student groups and content (adding perception data Spring 2014 and system process data Summer 2014 to eventually create a 4 data source intersection system)

Clarify Problems
- Stakeholders prioritize concerns from the trends found in the data intersections
- These concerns are prioritized based on what the campus leadership team and stakeholders feel are the most urgent concerns, concerns that have been consistent across many years, or concerns that impact the largest student groups on their campus

Create Action Plan (CIP)
  Stakeholders:
- Write SMART Performance Objectives based on the prioritized areas of concern to be monitored in CIP
- Brainstorm root causes for concerns
- Rank root causes, removing all that are not within the campus control
- List the strategies (or steps to remove the root cause) that are already in place on their campuses
- Brainstorm new strategies the school wishes to implement for each root cause
- Decide what data points will be most necessary to effectively monitor each strategy as well as how the data will be collected and those persons responsible for the monitoring or implementing

The strategies are then aligned under each performance objective in the CIP

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Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 227907	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Student Achievement	As novice teachers see best practices in the classroom modeled by destination classroom teachers, they will confer with coaches to discuss improvements to be made within their instruction. Mentor teachers and others on campus will also have the availability to view this instruction. As teachers seek to understand and improve their practices, it will lead to a heightened awareness of student needs and accelerate student achievement within the district.
2.	Teacher Retention	The creation of a novice teacher data profile will enable campuses to provide personalized professional development. With the understanding of individual strengths and weaknesses, campuses will begin to create strategic professional development plans. Research shows that teachers stay in the profession when they feel successful and supported. High quality, targeted professional professional development along with retention compensation will increase retention.
3.	Accelerated Teacher Development	This program is designed to accelerate new teacher efficacy and student achievement by offering an intense induction year with extensive opportunities for observation, collaboration and reflection as well as staff development. It reinforces key district initiatives through model classrooms, thus accelerating implementation of best practices district wide.
4.	Serving Needs of Diverse Populations	Manor ISD serves a diverse student body and has many initiatives currently in place to teach tolerance and embrace diversity. The grant program will complement existing programs and provide specific support to novice teachers through district meetings from various district departments.
5.	Building Capacity	This program creates a career ladder that will increase student success and build district capacity not only in the novice teacher classroom, but also among other program participants. Capacity will be built through ongoing professional development for all involved and providing leadership opportunities to destination classroom teachers, mentors and instructional coaches. This will develop capacity within a district eager to grow and retain teachers.

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Schedule #14—Management Plan

County-district number or vendor ID: 227907	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Grant Program Manager	Experience in managing a grant program, including program evaluation, staff management, and budget management
2.	Clerical Support	Experience in supporting personnel with office tasks. Familiarity with Google docs, Skyward Finance, and Office Suite
3.	Teacher Mentor	4+ Year Teacher, principal recommendation, process does not change from current, certified teacher, BA or higher
4.	Destination Classroom Teacher	2+ Year Teachers, index 2 results, destination classrooms that support district initiatives, submit portfolio, 2-3 recommendations, proficiency in domains 1-2 of PDAS, observation of teaching, certified teacher, BA or higher
5.	Educational Associate	Participating in teacher credentialing program or credentialed teacher, BA or Higher

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective		Milestone	Begin Activity	End Activity
1.	Increase Teacher Retention	1.	Promote program to potential new teachers	02/17/2014	08/31/2014
		2.	Promote program to existing staff	02/17/2014	08/31/2014
		3.	Compare beginning and end of year survey data	08/31/2014	06/01/2015
		4.	Promote value-add and retention compensation	02/17/2014	07/01/2014
		5.	Pay value-add and retention compensation	Annual	08/15/2015
2.	Increase Student Achievement	1.	Observe destination classrooms	08/27/2014	06/04/2015
		2.	Instructional conferencing with coaches	08/27/2014	06/04/2015
		3.	Provide support through mentor teacher	08/27/2014	06/04/2015
		4.	Provide monthly professional development	08/27/2014	06/04/2015
		5.	Provide custom support to novice teachers	08/27/2014	05/01/2015
3.	Build Capacity	1.	Provide novice teachers with mentors	06/042014	08/12/2014
		2.	Application process for Destination Teachers	02/17/2014	04/17/2014
		3.	Provide model classrooms for all staff	08/27/2014	06/04/2015
		4.	Communicate career ladder to MISD staff	02/17/2014	06/04/2014
		5.	Provide intense, custom professional development	08/27/2014	06/04/2015
4.	Accelerate Teacher Development	1.	Number of destination classroom visits	08/27/2014	06/04/2015
		2.	Number of classroom observations	08/27/2014	04/30/2015
		3.	Novice Teacher data profiles developed and shared	08/27/2014	10/01/2014
		4.	Increase in teacher performance on PDAS Pilot	08/27/2014	04/30/2015
		5.	Number and distribution of collaborative meetings	08/27/2014	06/04/2015
5.	Serve the Needs of Diverse Learners	1.	District Diversity Training	08/27/2014	06/04/2015
		2.	Campus Training in serving Special Populations	08/27/2014	06/04/2015
		3.	STAAR Data Analysis by student population	08/27/2014	10/01/2014
		4.	Campus Outreach Events	08/27/2014	06/04/2015
		5.	Custom training for Novice Teachers	08/27/2014	03/01/2015

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 227907	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Once the CNA is completed and the CIPs are updated to reflect the current Performance Objectives and Strategies, the Campus Advisory Team meets a minimum of 4 times a year (most of our campuses meet monthly) to monitor the attainment of the performance objectives and the implementation of the strategies.

- Data collection occurs through out the year.
- Strategies are formatively reviewed in November, January, March and May of each school year.
- At each formative review CATeams decide based on data collected how much progress they are making towards the implementation or completion of a strategy.
- CATeams can revise and edit strategies at each meeting.
- Leadership teams can add strategies to the CIP as they relate to Federal Funds, spending, personnel changes, and or student needs, etc.. at anytime during the year.
- Changes to the CAT are communicated through the CATeam to the stakeholders.
- Performance Objectives are reviewed at the end of the school year, by the CAT teams.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Novice Teacher and Mentor Induction Program is an initiative that is tailored to provide support, training and mentoring in a collaborative environment. Our program is built upon the foundational principles of the Texas Beginning Educator Support System, an initiative of the TX State Board for Educator Certification. Teachers receive monthly professional development in areas reflecting effective teaching; planning for learner centered instruction, communication, professionalism and a creating a classroom environment that represents equity, excellence and learning. Currently, Manor ISD assigns two academic coordinators to oversee and maintain the program, conduct professional development monthly and support novice and mentor teachers throughout the year. These academic coordinators spend 20% of their work time facilitating the program, while the other 80% is spent completing other tasks as assigned. These programs will continue to occur without the assistance of the grant, but will be maximized with grants funds by providing a grant manager and administrative assistant. Increasing the number of personnel dedicated to the novice teacher program will foster accelerated success and teacher engagement. Novice teachers will receive increased support from the mentor, destination classroom teacher, instructional coach, administrators, and grant manager to improve their instructional practices. Exceptional teachers will be spotlighted as Destination Classroom Teachers and teachers who observe them will be enriched and gain greater mastery of district initiatives. Grant funds will be applied to facilitate consistent release time for teacher collaboration and reflection. The grant manager will survey participants three times annually and use this feedback to determine any next steps that should be taken. The manager will also monitor implementation at each campus to ensure that observations are occurring and all participants are provided ample support.

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Schedule #15—Project Evaluation		
County-district number or vendor ID: 227907		Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Quantitative and qualitative measures of program efficacy	1.	% 0 year teachers assigned a mentor
		2.	Survey administered to program participants at beginning, middle and end of year
		3.	Average number of hours of release time for observation of Destination classrooms, debrief and collaboration per campus by month
2.	Measures of teacher growth and development	1.	Average aggregate score of evaluation by observation cycle for 0 year participants
		2.	% 0 year teachers scoring proficient or higher by domain on evaluation
		3.	Average numeric score increase by domain from year to year
3.	Student Achievement measures of program impact	1.	Campus STAAR results
		2.	Classroom STAAR results for 0 year teachers
		3.	Student growth on STAAR by classroom for 0 year and classroom destination teachers
4.	Evidence of teacher retention	1.	% 0 year teachers offered contracts retained
		2.	% 0 year teachers not offered contracts
		3.	% 0 year teachers from cohort who are offered contracts and remain in district the following 2 years
5.	Evidence of fiscal fidelity including stipends and value add compensation awarded appropriately	1.	Number of mentor stipends awarded compared to eligible number
		2.	Number of retention stipends awarded compared to eligible number
		3.	Number of value add stipends awarded compared to eligible number

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 227907	Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Novice teachers are inducted into the program with a variety of support systems including:
- Required professional development of the following types of support-
    - Summer Training: 2-3 full days to include: classroom management, setting up your classroom, TEKS overview, Intro to PDAS evaluations, Intro to MISD initiatives.
    - Monthly Face to Face PD to include: classroom management, differentiated instruction, parent involvement, classroom culture, assessing with balance, student goals setting, special populations, reflections, celebrations.
- Walkthroughs of the Novice Teacher's Classroom: completed by Instructional Coaches, Grant Manager and Principal
- Destination Classroom Observations: Novice observations of a destination classroom teacher to identify best practices. Grant funds will be used to provide release time for observation and reflection.
- Pre and Post-observation conferencing with Instructional Coach about destination classroom and novice teacher observations. Grant funds will be used to provide release time for observation and reflection.
- Assignment to mentor within their grade level and/or content area (as available) with expectation of one weekly 20-minute check-in.
- Campus implementation of research-based evaluation system (PDAS Pilot)

Teacher retention pay of $2000 for Novice Teachers will be distributed for those who sign a contract for the following school year.

Mentors take on the following roles and responsibilities within the induction program:
- Required professional development includes the following types of support-
    - Summer Training (1-2 day) to include: cognitive coaching skills, needs of novice teachers, building collaboration and communication skills, building a strong mentoring relationship, overview of district resources
    - Professional Development
- Destination Classroom Observations: Mentors will observe a destination classroom teacher to identify best practices. Grant funds will be used to provide release time for observation and reflection.
- Pre- and Post-observation conferencing with Instructional Coach

Mentor selection will be submitted by principals annually. Mentors are required to have four or more years of teaching experience and be proven leaders on their teams. When possible the mentor teacher chosen should be in the grade level or subject area of the novice teacher. Within their classroom, they should meet a minimum for student achievement.
Mentors will receive a locally funded stipend of $250 per semester upon completion of documentation.

Destination Classroom Teachers take on the following roles and responsibilities within the induction program:
- Create and Present PD at campus and district level for Novice Teachers to Include: classroom management, differentiated instruction, parental involvement, classroom culture, assessing with balance, student goals setting, special populations
- Summer Training to include: basic expectations for model classroom, setting up the destination classroom, understanding district initiatives as pertinent to their class

Destination Classroom Observations: all destination classroom teachers are expected to observe two other destination classrooms to identify best practices. Grant funds will be used to provide release time for observation and reflection. Destination Classroom Teachers will be recruited by district and campus leaders. Interested teachers must submit a portfolio and application with evidence of improved student achievement, examples of student support in academics, leadership during team meetings, prior planning and facilitation of professional development, and proficiency on PDAS and 2 letters of recommendation. Observations of destination teachers and interviews of applicants will occur prior to choosing the limited number of destination classroom teachers. Through grant funds, destination classroom teachers

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will receive $3000 for the campus meeting the Index 2-growth measure and an additional $1000 if they teach a high needs area and meet the individual index 2-growth measure. These will be distributed upon the return of these teachers in the Fall of the next school year to promote retention rates among quality instructors.

Instructional Coaches take on the following roles and responsibilities within the induction program:
- Required professional development includes the following types of support-
    - Monthly Instructional Coaches Meeting
    - Training of Trainers meetings
    - PDAS Pilot training
- Create and Present PD at campus and district level

Instructional Coaches will receive $3000 if the campus meets index 2-growth measure and they return in the Fall of the next school year.

Campus PDAS Pilot evaluators will take on the following responsibilities within the grant program:
- Required professional development including
    - PDAS Pilot
    - Grant Overview, Roles, Responsibilities
- Administration will receive $3000 if the campus meets index 2-growth measure and they return in the fall of the next school year.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 227907	Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Qualified Appraisers: Campus administrators, instructional coaches, and district personnel in the curriculum office. All designated appraisers are required to participate in certification training and demonstrate proficiency in the observation process by successfully completing an annual on-line certification test.

Walkthroughs: These are 5-10 minutes observations in the classroom, occur weekly by teachers, teacher leaders, instructional coaches, and district personnel from the curriculum office, and campus administrators. The goal of this observation is to find a glow, a positive to reinforce, and a grow, an area for refinement.

Multiple Observations: The evaluation cycle, or calendar, is created next. Manor ISD has elected to observe each teacher a minimum of 4 times each school year, plus provide a separate end of year summative evaluation. The summative evaluation will include a review of multiple observations, student growth, teacher self-assessments, and student feedback. The classroom observations will last 45 minutes. Each teacher will receive 2 observations each semester, an announced and unannounced observation each semester (based on the tradition 2 semester calendar). The announced observations will be set up by the appraiser and confirmed by the teacher. Prior to the announced observations, the appraiser will conduct a "pre-conference" meeting with the teacher to ask pertinent background questions about the lesson and the students in the class in order to provide context. After each observation, the teacher will receive written and oral feedback from the appraiser in a "post conference" meeting. During the post-conference, the teacher will provide a completed teacher self-assessment form on his/her lesson; share an area of "refinement" and "reinforcement." The appraiser will share points of reinforcement to highlight the teacher's strengths, as well as points of refinement where the teacher has growth areas. He/she also completes an assessment form. The appraiser and the teacher will create a personal professional development plan that includes a pathway to grow in the selected area(s) of refinement. All observations will include such post-conference meetings.

The PDAS Pilot Evaluation System has four Observation Domains: Each domain is weighted according to research on importance to increasing student achievement. The four domains, and their weights, are: Instruction (75%), the Learning Environment (5%), Designing and Planning Instruction (15%), and Professionalism (5%).
Each domain has its own Evaluative Rubric. The appraiser and teacher will score each lesson observed based on the rubrics for the 4 domains. Each rubric for the domain is broken into indicators with descriptors. The Instruction Domain has 12 Indicators of Instruction: Standards and Objectives, Motivating Students, Presenting Instructional Content, Lesson Structure and Pacing, Activities and Materials, Questioning, Academic Feedback, Grouping Students, Teacher Knowledge, Teacher Knowledge Of Students, Thinking, and Problem Solving. The Learning Environment has 4 indicators: Expectations, Managing Student Behavior, Environment, and Respectful Culture. The Designing and Planning Instruction Doman has 3 indicators: Instructional Plans, Student Work, and Assessment. For all of the previously listed domains and their rubrics, the data is collected during the classroom observation. Professionalism has 2 indicators, and these are evaluated over the course of the school year: Growing and Developing Professionally; Reflecting on Teaching. During the appraiser and teacher training, each indicator and its descriptor will be explained with examples of how the indicators might be implemented in a classroom.

Goal: The goal of each pre/post conference is to increase student achievement by increasing teacher quality. The teacher will discover areas for refinement and reinforcement and work with their evaluator to implement sound researched strategies. Research states that as teacher quality increases, student achievement increases. Quantifiably, the goal for every teacher is to have an average score of 3. A score of 3 on a scale of 1 to 5 may appear average until you review the evaluative rubric. Scores of a 4 and 5 are reserved when teachers are exceeding most of all other teachers in a particular indicator. Examples of these situations will be provided in the training as well.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 227907	Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The purposes of the EEIP "are to systematically transform educator quality... through improved and innovative school district-level... evaluation [and] professional development; to improve student learning and student academic performance." Manor ISD has elected to use the PDAS Pilot Evaluation System, developed by the National Institute for Excellence in Teaching (NIET), to evaluate and develop every teacher district-wide. The NIET mission is centered on the assurance that their product will produce highly skilled and strongly motivated teachers for every classroom. Their system focuses on attracting, developing, supporting, and retaining high-quality human capital in order to raise achievement levels for students. We believe the selection of this proven research and evidence-based system will ensure success for the implementation of these required practices: Evaluation, Professional Development, and Collaboration.

The Formal Evaluation Process for the PDAS Pilot Evaluation System begins with the selection of Qualified Appraisers who are: campus administrators, teacher leaders, and district personnel. All designated appraisers are required to participate in certification training and demonstrate proficiency in the observation process by successfully completing an annual on-line certification test. The next step in the process is training for all teachers. This process is usually 1-2 days of training. The district has elected to implement this process during the district-wide professional development days at the beginning of the school year. However, campus administrators and teachers have already been informed of the impending change. The evaluation cycle, or calendar, is created next. Manor ISD has elected to observe each teacher a minimum of 4 times each school year, plus provide at the end of the year a separate summative evaluation. The summative evaluation will include a review of multiple observations, student growth, teacher self-assessments, and student feedback. The classroom observations will last 45 minutes. Each teacher will receive 2 observations each semester, an announced and unannounced observation each semester (based on the traditional 2 semester calendar). The announced observations will be set up by the appraiser and confirmed by the teacher. Prior to the announced observations, the appraiser will conduct a "pre-conference" meeting with the teacher to ask pertinent background questions about the lesson and the students in the class in order to provide context. After each observation, the teacher will receive written and oral feedback from the appraiser in a "post conference" meeting. During the post-conference, the teacher will provide a completed teacher self-assessment form on his/her lesson; share an area of "refinement" and "reinforcement." The appraiser will share points of reinforcement to highlight the teacher's strengths, as well as points of refinement where the teacher has growth areas. He/she also completes an assessment form. The appraiser and the teacher will create a personal professional development plan that includes a pathway to grow in the selected area(s) of refinement. All observations will include such post-conference meetings.

The PDAS Pilot Evaluation System has four Observation Domains. Each domain is weighted according to research and it's importance to increasing student achievement. The four domains, and their weights, are: Instruction (75%), the Learning Environment (5%), Designing and Planning Instruction (15%), and Professionalism (5%). Each domain has its own Evaluative Rubric. The appraiser and teacher will score each lesson observed based on the rubrics for the 4 domains. Each rubric for the domain is broken into indicators with descriptors. The Instruction Domain has 12 indicators of Instruction: Standards and Objectives, Motivating Students, Presenting Instructional Content, Lesson Structure and Pacing, Activities and Materials, Questioning, Academic Feedback, Grouping Students, Teacher Knowledge, Teacher Knowledge Of Students, Thinking, and Problem Solving. The Learning Environment has 4 indicators: Expectations, Managing Student Behavior, Environment, and Respectful Culture. The Designing and Planning Instruction Doman has 3 indicators: Instructional Plans, Student Work, and Assessment. For all of the previously listed domains and their rubrics, the data is collected during the classroom observation. Professionalism has 2 indicators, and these are evaluated over the course of the school year: Growing and Developing Professionally; Reflecting on Teaching. During the appraiser and teacher training, each indicator and its descriptor will be explained with examples of how the indicators might be implemented in a classroom.

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The Assessment Form allows for the appraiser and teacher to evaluate the teacher's performance for each indicator in each of the 3 domains identified to be observed in the classroom. Though each person scores the lesson, the appraiser's portion counts for 90% and the teacher's portion for 10% of the final score. Each indicator is rated on a five-point scale. Then, the indicators in the domain are averaged, and the domain is assigned a single score. The goal for every teacher is to have an average score of 3. Though a 3 may seem to be average, in the teacher training, all teachers will see the work and consistency thereof required to become a three. Scores of a 4 and 5 are reserved when teachers are exceeding most of all other teachers in a particular indicator. Examples of these situations will be provided in the training as well.

The Summative Evaluation will include a review of multiple observations, student growth, teacher self-assessments, and student feedback. Collecting evidence is essential for sustaining scores given by the appraiser. Thus, the appraiser will script during observations, collecting unbiased notes of what occurs like: what the teacher says and does; what the students say and do; copying wording from visuals during the lesson; recording time segments of lesson. Both the teacher and appraiser will bring student data indicating whether or not student growth has occurred. Previous appraiser assessment and teacher self-assessment forms, along with the professional development plans, will be present at the summative evaluation to serve as evidence of the teacher's overall performance. Finally, all data collected from students regarding feedback on the teacher's performance will be included in the summative evaluation. The summative evaluation score will be measured by the components of the evaluation as follows: Observations (40%), Student Growth (40%), and Student Feedback (20%).

Student Feedback will be measured by using the researched and evidence-based Tripod Project survey. This survey was created by a partnership between Cambridge Education and Harvard University's Dr. Ronald F. Ferguson. The Tripod Project survey is designed to measure students' perceptions of teacher performance in 7 categories, or in the "Seven Cs:" Caring about students (Encouragement and Support), Captivating students (learning Seems Interesting and Relevant), Conferring with students (Students Sense their Ideas are Respected), Controlling behavior (Culture of Cooperation and Peer Support), Clarifying lessons (Success Seems Feasible), Challenging students (Press for Effort, Perseverance, and Rigor), and Consolidating knowledge (Ideas get Connected and Integrated).

The Tripod Project survey has been proven to demonstrate a direct relationship between student-assigned ratings in these seven categories. According to past research, classrooms in which students rated their teacher higher on the Seven Cs tended also to produce greater average achievement gains. Bill and Melinda Gates funded the Measures of Effective Teaching (MET Project) Project which proved that combining classroom observations with student feedback and student achievement gains on state tests was more effective than a master's degree and/or years of experience in predicting which teachers would have large gains in student achievement when placed with a new group of students. The study found that student feedback provides a more reliable indication of teacher effectiveness than classroom observations because such data includes many more perspectives. However, such feedback was found to be less indicative of a teacher's achievement gains with other students than were value-added student achievement gains. Thus, it was highly recommended to combine student feedback with classroom observations, and value-added student achievement gains.

In all, Manor Independent School District has elected to use proven researched systems to evaluate teaching practices for the purpose of increasing student achievement and improving teacher quality.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 227907	Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

With the assistance of the grant, Manor ISD will hire educational associates to provide full time classroom support and allow ample time for all teachers to observe learning and instructional practices in destination classrooms. Throughout the district a total of thirty-six destination classrooms will be chosen that exemplify best instructional practices in various atmospheres of learning. These classrooms will be available for any teacher within the district to visit. Observations can occur independently or in groups of up to 5 teachers.

The campus designee will create a schedule that allows all novice and mentor teachers the ability to visit a destination classroom on a regular basis with time built into the schedule for conferencing between the novice teacher, mentor and instructional coach prior to and after visiting the classroom. The novice teacher and/or mentor can visit any destination classroom within the district in addition to their home campus.   The grant provides funds for instructional aides to facilitate consistent and guaranteed coverage for observations and pre- and post-observation conferencing.   The instructional aide is a key component of the grant plan based on our needs assessment where teacher and administrator feedback report that lack of classroom coverage inhibits teacher development. Grant funds will make collaboration and reflection possible for all teachers participants on a weekly basis.

Instructional coaches and administrators will provide campus level professional development and interactions for the novice, mentor and destination classroom teachers. These meetings will support the goals of the induction program and allow the mentor and destination teachers time to participate in embedded staff development and develop relationships in a safe environment.

In addition to the observations and collaboration on campus, novice and mentor teachers will be participants in monthly meetings with teachers from across the district that allow for development and discussion of pedagogical strategies. These will be held after school so that teachers are available to attend regularly. Within these monthly meetings, teachers will take part in high-quality professional development. The opportunity to work in cross-campus groups provides the ability to share ideas pertinent to their field.

Destination classroom teachers and instructional coaches will be involved in creation and implementation of some district-wide professional development sessions. Through creation of these trainings, destination classroom teachers are provided time to collaborate with instructional coaches in a way that begins to develop them into leaders.

An additional accommodation allowing for regular collaboration between teachers will be the creation of a web-based forum. The grant manager and academic coordinators will establish this new forum as a place where resources can be housed and networking can occur between instructional staff across the district. Currently our district website houses resources about pedagogical strategies, however, it is difficult to navigate for teachers in search of answers to specific questions. Also, there is no collaboration mechanism within the district website. What we envision is a forum that can be organized into various topics to respond to teacher pedagogical needs, where practitioners can interact with the materials. Interaction would include commenting, reflective writing, and a repository of "Need to Knows" that are addressed by other instructional staff, and campus and district leaders. The forum will also be a place for instructional coaches to keep track of professional development topics, which address the specific district and campus initiatives. Here, an instructional coach can gather resources for professional development, and ultimately, build the agendas for the professional development they will offer on their campuses. This tool will help instructional coaches keep track of the professional development they offer throughout the year. Teachers, who plan on attending the professional development, can also prepare ahead of time if they have access to seeing what topics are listed on upcoming agendas.

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Schedule #16—Responses to Statutory Requirements	
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Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The grant manager and district academic coordinators create high-quality professional development for novice, mentor, destination classroom teachers, instructional coaches and administration through a process. A committee meets for project ideation at the beginning of all professional development planning. We decide what the main idea of our training should include and what is important to cover. From here, we begin to further research and develop our training. Training includes research-based content, critical thinking activities, and interactive technology. With the assistance of colleagues, we put all of our professional development through a series of "critical friends" meetings. The process provides ample opportunity for others to understand what we would like to cover and help us to meet the needs of our audience. Instructional coaches and administrators will be trained on this process for their benefit in planning upcoming professional development for novice, destination classroom and mentor teachers.

Currently, our district has the capacity to create a dashboard data profile of every student. However, we currently do not have a process for doing this with teacher data. With the help of this grant, the grant manager and academic coordinators would develop a system for creating a comprehensive database, a 360 degree profile, for each novice teacher. This would allow staff who support novice teachers to share information and build custom professional development plans based on teacher need.

Instructional coaches will be guided by the grant manager in creating and implementing a flexible year at a glance plan that ensures delivery of all strategic areas for their campus novice and mentor teachers. These will be tied to the 360-degree profile of novice and mentor teachers. Campus led professional development will take place at least once monthly, but meetings between coaches and teachers can happen on an as needed basis. As part of these profiles, novice, mentor and destination classroom teachers will have a follow up goal setting opportunity. These goals are submitted on a regularly and discussed during face-to-face meetings between teachers and the instructional coach or administrator. Through this, teachers receive guidance in the process of revisiting goals and aid in discovery of solutions. Coaches will also create time for a protocol of looking at student work with all teachers involved. Individual teachers will bring samples of student work that they would like to receive feedback on to a meeting. They will present the student work to the panel and then open up the group for discussion. Instructional coaches will go through a system with the group to determine the complexity of the activity and skill level of students. Through this process, novice teachers will gain insight from experienced teachers that they can use to help in their lesson and activity planning.

In addition to face-to-face professional development, an online forum will be created for novice, mentor and destination classroom teachers to interact with each other in a collaborative environment. This tool will allow teachers to post resources and ask questions while engaging with peers, instructional coaches, and administrators.

The capacity of our teachers will increase with the addition of new avenues for professional development, and multiple opportunities to receive feedback on performance.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 227907	Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Knowing that strategic compensation is the strategic alignment between desired organizational goals and compensation with a goal of increasing teacher quality and maximizing student achievement, the district intends to implement a value-add compensation model where applicable staff will be compensated for the growth their students show via the Texas Accountability System's Index 2. In addition to a value-add compensation model, the district will provide novice teachers participating In the program a retention stipend if they are offered a contract and return after their initial year.

Retention Stipend

Manor ISD experiences high rates of teacher mobility and low teacher experience. In an effort to recruit, retain, and incentivize teacher professional growth, novice teachers will receive a $2000 retention stipend after their initial teaching year, provided they return to the district.

Value-Add Compensation

The value-add compensation model will be available for the destination classroom teachers, the instructional coaches, and the principal and assistant principal(s) at each participating campus.

Value-added data is now available through the new Texas Accountability System, specifically Index 2: Student Growth. Districts receive this data after each test administration. Manor will disaggregate student growth data by campus and by classroom. Considering baseline student growth data from the 2013 Accountability files, the threshold is set as follows: the campus must show at least a 5% increase in 'Met Growth' AND at least a 5% increase in 'Exceeded Growth' in all applicable content areas (Reading, Math, and Writing).

Destination classroom teachers, instructional coaches, principals and assistant principals at each school will receive $3000 in compensation if there is at least a 5% increase of tested, applicable students campus-wide that receive a 'Met Growth' status AND at least a 5% increase of tested, applicable students campus-wide that receive an 'Exceeded Growth' status in all applicable content areas, as it is calculated on Index 2 of the Texas Accountability System. The increased time commitment for the instructional coaches and campus administrators in being involved in this program will have a direct effect on student achievement progress and that work will be incentivized by this stipend.

Destination teachers will receive an additional $1000 in compensation if there is at least a 5% increase in 'Met Growth' for their class AND there is at least a 5% increase in 'Exceeded Growth' for their class, in all applicable content areas, as it Is calculated on Index 2 of the Texas Accountability System.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 227907	Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The hiring process of teachers in Manor ISD is a multifaceted approach. The first step that the district undertakes is the review of hiring patterns occurring from previous years. Items reviewed include subject area needs based on turnover data, student enrollment, and student course selection. Once patterns are ascertained, the annual Manor ISD recruitment program is designed to attract applicants to meet the district's anticipated hiring needs. The recruitment program consists of selecting job fair sites that yield the population of needed applicants and determining the number of early hire candidates. Manor ISD has a recruitment philosophy of hiring as early as possible in the cycle. For hard to fill vacancies and for vacancies where many candidates are needed, hiring pool interviews are used to interview multiple candidates. During the hiring pool interviews, campus administrators and Curriculum and Instruction specialist join HR staff to screen and interview candidates. If candidates meet the standard of the district, early hiring commitment letters are distributed. The early hire candidates are matched to schools and vacancies based on the overall dynamics needed for the position.

The quality of candidates is determined by how they score with our Manor ISD 21st Century Teacher Hiring Rubric. The candidate must score on the advanced or acceptable level on the rubric to continue with the selection process. Manor ISD's 21st century rubric and interview questions were developed by a cadre of district principals and district leaders.

If an interviewed teacher is seeking initial certification via an Alternative Certification Program, Manor ISD has a list of preferred alternative certification programs based on the experience of hired candidates and the level of support provided by the alternative certification program of the new educator. The district also uses the Texas State Board of Educator Certification listing of approved ACP as a guide.

In determining the best candidates to interview, Manor ISD prefers to interview educators that are experienced, fully credentialed, and have worked in a diverse environment. Annually, Manor ISD hosts a district teacher job fair to showcase the district to interested candidates. Since the majority of our attended recruitment events are held at colleges/universities, our district job fair is noteworthy for the experienced candidates it draws. We typically draw 200-300 educators from around the area, state and nation to our district fair. Additionally, Manor ISD attends various conferences to recruit experienced candidates. These conferences include, but not limited to, the Texas Music Education Association Conference, the Texas High School Coaching Conference, the Texas Association of Bilingual Educators Conference, and the Texas Association of Black School Educators Conference.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 227907	Amendment # (for amendments only):

Statutory Requirement 8: <u>Preferred</u> - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The Manor ISD Ladder of Teacher Development guarantees a career pathway that values all district instructional initiatives through a scaffolded approach to leadership. Our pathway provides learning opportunities for educators at all levels, from the novice teacher level to the district administrator level. Because teacher leaders can follow a voluntary path towards a career in coaching or administration, it supports campus and district leaders in becoming well versed in district instructional initiatives and growing them into the instructional leaders we need to support teachers.

Incoming novice teachers will receive support through participation in the MISD Novice Teacher Induction Program. Included in the induction program is access to a individualized high-quality professional development, formal and informal classroom walkthroughs allowing for continuous feedback, book studies designed to generate understanding of brain research, collaborative discussions with teacher leaders, and observation of high quality destination classrooms for a source of modeling.

As novice teachers develop an understanding of the district, the opportunity to become a teacher leader exists. A teacher leader might be a grade level chair, a department chair, a mentor or a destination classroom teacher. Teacher leaders within Manor will have an in-depth understanding of best practices and district initiatives. The development of teacher leaders will encourage growth geared toward improving their instruction to achieve a classroom of excellence and student achievement. Teacher leaders will be given opportunities to participate in the planning and delivery of professional development to the campus or district. Allowance for collaborative planning time with novice teachers and others on campus will create a time for facilitation of creating capacity throughout the staff.

Once a teacher leader demonstrates strengths in instructional leadership, they can choose to follow a path toward instructional leadership at the campus level in the role of instructional coach, literacy coach, campus interventionist or district specialist. The instructional leader has the added responsibility of supporting all campus teaching staff by conducting classroom observations, conferencing with teachers, and collaborating with campus instructional leaders in order to plan professional development that is specific to the needs of all teachers. MISD provides instructional coaches with professional development designed around good coaching practices, collaboration, and shared learning opportunities with coaches from across the district.

Development of leaders within the district opens the door for administrative opportunities as campus administrators or district leaders. Administrators from within the district who have taken on responsibilities as teacher leaders, coaches have a firm foundation in the facilitation of teacher learning. Administrators who rise through our program will have a demonstrated strength in instructional leadership, as they take on the responsibility of communicating to teachers the district mission, vision, campus goals, and initiatives. Various learning opportunities are made available to administrators and district leaders by providing administrative mentors, collaborative leadership discussions, leadership training, and additional support for novice principals.

The ladder of teacher development within Manor takes all levels of support and learning into consideration. As incoming staff progresses through the scaffolded model of facilitated teacher learning, a deeper understanding of district initiatives and knowledge will be created. A comprehensive, research-based evaluation system will improve both teacher and administrator performance and practice. Our approach to teacher and leadership development creates highly qualified and knowledgeable staff that increases fidelity to district initiatives, supports a growing staff, and increased staff retention.

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

NA

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Schedule #16—Responses to Statutory Requirements (cont.)	
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Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NA

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #17—Responses to TEA Program Requirements	
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TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds.   Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently Manor ISD assigns two Academic Coordinators to oversee and maintain the Novice Teacher and Mentor Program. This includes conducting monthly professional development and supporting novice and mentor teachers throughout the year. These academic coordinators spend 20% of their work time facilitating the program, while the other eighty percent is spent completing other tasks as assigned.

Without appropriate funding to grow the current program, novice teacher capacity and efficacy will develop slowly and exposure to best practices will be limited. Close to 20% of teachers in Manor are novice teachers. Between these two coordinators and little follow up on campuses, the support given to them currently is not sufficient.

On a monthly basis, professional development is provided at the district level based on the TXBESS model, however, the grant would allow us to create a more encompassing web of support around novice teachers, mentor teachers, and destination classroom teachers. This would mean involving instructional coaches in a new way and enlisting administration in the process.

Currently, novice teachers are encouraged to observe other classrooms across the district to view best practices, however there are substantial obstacles that prevent this from happening, We do not have a process for identifying best practice classrooms or a process to support classroom visits. There is no consistent release time for professional development or classroom observation. Beyond the mentor, who has full time teacher duties, no campus staff are currently assigned to systematically support the novice teacher in learning about best practices through observation. When novice teachers do observe classrooms, they generally go through the process with one of the two district coordinators rather than campus staff. One of the two academic coordinators at the district level completes goal setting with the novice teachers prior to and after the observation and accompanies him/her on the observation. Little follow up is possible because there are only two district staff assigned 20% of the time to nearly 100 novice teachers. As a result, novice teachers rarely see anyone teach beyond their own classroom walls.

In addition to this, our leader teachers that exemplify best instructional practices have very few people coming to their classroom, and they have no path to grow into a leadership role. There is little support given to these teachers beyond district-led professional development. The value add structure incentivizes teachers to initiate professional growth. The grant funds will provide an increase in teacher quality through the value add structure.

Logistically, there are many flaws in our current system that could be addressed using grant funds. As a district, Manor has approximately ninety novice teachers to serve across twelve campuses. There is no existing intake program for novice teachers. Principals email academic coordinators when hiring new teachers. They are not contained within a database and often times, we do not know the grade level or subject they teach. With the aid of grant monies, the grant manager can develop a sound intake system that provides a checklist for human resources and campuses to complete as any new teacher is hired. This process would create a collection of necessary information pertinent to areas of district need. Implementation of the local educator excellence innovation plan would greatly struggle without the assistance of grant funds for these high-needs areas.

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TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

December 3, 2013- Presentation to the Superintendent Executive Cabinet concerning EEIP Grant; vote to proceed
December 3, 2013- Grant Team Meeting: assigning of tasks and research
December 4, 2013- Emailed: Research results
December 5, 2013- Grant Team Meeting: Review research results and make recommendations
December 13, 2013- Google Document Created for ease of grant submissions
December 16, 2013- Meeting with Manor ISD Campus Principals; Elementary Principals
January 6, 2014- Educator Excellence Innovation Program Grant Webinar
January 13, 2014 – Introduce proposed program to principals for their feedback
January 14, 2014- Committee Completion Date to Finalize Grant Application
January 15, 2014 – Introduce proposed program to novice and mentor teachers and conduct survey
January 16, 2014- Final Version Due Date; Superintendent's Review and Signature
January 22, 2014- Final Reading and Review
January 23, 2014- Grant Submission
February 17, 2014 - Announcement of program and Destination Classroom Teacher Application process
March 4, 2014- Informational session for interested applicants
March 7, 2014- Submission of applications from destination classroom teachers
March 17-19, 2014- Panel review of Destination Classroom Teacher Applications; Principals' approval of applicants
March 24- April 11, 2014- Applicant classroom observations and interviews
April 1, 2014- Hiring process for Grant Manager begins (pending grant award)
April 14-16, 2014- Final panel review and selection process
April 17- Announcement of Destination Classroom Teachers
April 28-May 2- Principal/IC Meeting to discuss logistics and implementation of grants
May 19, 2014- Destination Classroom Teacher Training
June 9, 2014- Instructional Coach and Administrator Training
July 2014 - Notification of Destination Classroom Teacher/Mentor Acceptance from Novice Teacher Training and Hiring process for all educational associates.
August 2014
- Follow up meeting to review logistics with administrators and instructional coaches.
- Novice teacher intake survey to gather data for the teacher profile.
- Three Day Novice Teacher Training, Mentor and Destination Classroom Teacher Specific Training
- Review of scores for Value Add Assessment of Year 2 Novice Teachers, Mentors, and Administration
- Pay disbursal for retention pay and incentive pay.
September 2014
- BOY survey of program participants for program evaluation.
January 2015
- MOY survey of program participants for program evaluation.
August 2014—June 2015
- Destination Teacher/Mentor/Novice Teacher trainings and support meetings weekly
- Destination Teacher observations by Mentor/Novice Teachers weekly
- October- Round 2 of August training for new Mentor/Novice teacher hires
June 2015
- EOY survey of program participants for program evaluation.
December 2014-May 2015
- December & May- Admin, Destination Classroom Teacher, Mentor and Novice Teacher program appraisal evaluation will be given twice a year for the purpose of gaining constructive feedback from grant participants
- December & May- Program Manager mid year and final year review to evaluate grant requirement compliance and all aspects of the grant implementation for the purpose of adjusting components if necessary.
- January 2015- Round 3 of August training for new Mentor/Novice Teachers (dependent on need)
- May 2015- The application, training, and implementation cycle begins again for year 2.

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Schedule #17—Responses to TEA Program Requirements (cont.)	
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TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Manor ISD has systems and protocols in place to ensure personnel groups are informed about decisions and opportunities afforded to the district. Upon notification of the EEIP grant opportunity for Manor ISD, the following steps were commenced by the Superintendent to ensure buy-in from all relevant stakeholders at the campus and district level.

- Email Notification about EEIP Grant (11/25/2013)
- Email Confirmation from Superintendent to proceed (11/29/2013)
- Discussion of next steps and consideration of the creation of team (12/3/2013)
- Presentation to Superintendent Executive Cabinet about EEIP Grant (12/3/2013)
  - Creation of Grant Team (12/3/2013)
- Grant Team Meeting: Assigning of tasks and research (12/3/2013)
- Emailed: Research results (12/4/2013)
- Grant Team Meeting: Review research results and make recommendations (12/5/2013)
- Grant Team Meeting: Divide and Conquer application (12/12/2013)
  - Google Document Created for ease of grant submissions (12/13/2013)
- Meeting with Manor ISD Campus Principals
  - Elementary Principals (12/16/2013)
  - High School Principals (12/16/2013)
  - Middle School Principals (12/17/2013)
- EEIP Grant: School Board Information item (12/16/2013)
- Creation of School Selection Criteria (12/18/2013)
- Community Meeting about Grant opportunities (12/19/2013)
- Campus Buy-in Presentations (01/06/2014)
- EEIP Grant Webinar (01/06/2014)

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Manor ISD EEIP Grant Team discussed the feasibility of creating a district-wide program that could meaningfully provide a lasting impact. With the limitation of funds available in our local and future EEIP funds, we deemed we still could not adequately impact a research-based program with fidelity. Thus, the team created four criteria for campus selection.

- Percentage of Campus Agreement
- Academic Need Data
- Percentage of Free/Reduced Lunch
- Attrition vs Retention Data

The team reviewed the following data from the Human Resources Department and Accountability & Assessment Department.

- Campus Teacher Retention/Attrition Rate
- Campus Percentage of Teachers under 3 years of Experience
- Campus Accountability Rating
- Campus STAAR Test Passing Percentages in Math & Reading
- Campus Percent of Students Receiving Free/Reduced Lunch

After we cross-referenced the data sets and reviewed the selection criteria, we determined all campuses have a need.

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Via telephone/fax/email (circle as appropriate)	By TEA staff person: